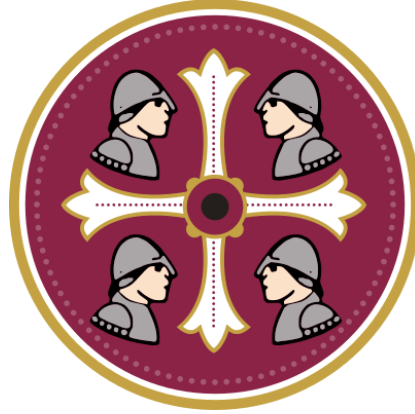


Corbridge Middle School



Pupil Premium strategy statement 2024 - 2027



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Corbridge Middle School
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lindsay Hamilton
Pupil premium lead	Lindsay Hamilton
Governor / Trustee lead	Tom Weston

Funding overview 2024 - 2025

Detail	Amount
Pupil premium funding allocation this academic year	£52,807.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52,807.00

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, are Successful Learners, Confident Individuals and Responsible Citizens.

At Corbridge Middle School, we have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. We enable them to access the full curriculum, make great progress and achieve high attainment across all subject areas. To do this we concentrate on quality first teaching, focussed assessment and meaningful feedback to ensure that every pupil achieves their full potential. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We will respond to both the common challenges and the individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Pupil premium funding is not allocated based on academic ability. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils will receive just as much focus in our use of pupil premium as less academically able pupils.

We:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our approach for all pupils is that a high quality curriculum with many enrichment opportunities is equally accessible for all. Pupil premium pupils, if appropriate, are supported with access to devices, access to the internet, to resources and to paid enrichment activities.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations and discussion with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
2	Assessments and observations indicate that fewer disadvantaged pupils reach greater depth in maths than their peers.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident among our disadvantaged pupils from year 5 to year 8.
4	Internal data and observations show that disadvantaged pupils receive a higher proportion of behaviour sanctions than non-disadvantaged pupils.
5	There has been an increase in the need of support and a better understanding of the social, emotional and mental health of our pupils this is seen in the rise of in house mentoring and external referrals to PMH.
6	The attendance for disadvantaged students is 88.58%, which is lower than non-disadvantaged attendance (95.15%).

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	December 2025 Update
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> - KS2 reading outcomes in 2025 show that more than 90% of disadvantaged pupils meet the expected standard. - Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. - A whole school reading strategy is embedded and promotes the love of reading which ensures fluency, enabling access to the curriculum. 	
Increase the number of disadvantaged pupils who are working at greater depth in maths	<ul style="list-style-type: none"> - KS2 maths outcomes in 20/25 show that more than 38.5% of disadvantaged pupils exceed the expected standard. - Regular monitoring shows that disadvantaged pupils benefit from evidence-based interventions, such as one-to-one tuition or small group support, leading to measurable improvements in specific areas of need. 	
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> - Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, use of subject specific vocabulary, book scrutiny and ongoing formative assessment. 	
Decrease the proportion of sanctions given to disadvantaged pupils.	<ul style="list-style-type: none"> - Regular monitoring shows that over time the number of restorative conversations had with disadvantaged pupils is reduced. - Enhancement of new reward and monitoring systems suggests that new initiatives are contributing to a more positive school experience for disadvantaged pupils. - More frequent communication with parents contributes to lowering the number of restorative sanctions to disadvantaged pupils. 	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - Attendance rates for disadvantaged pupils reach at least 95%, with persistent absenteeism reduced to below 10%. 	

Corbridge Middle School Pupil Premium strategy statement

<p>Improved emotional and mental health in our disadvantaged pupils.</p>	<ul style="list-style-type: none">- Pupils will be confident in seeking help for their mental and emotional health and will be able to employ recommended strategies to support themselves.- Pupils will access internal and external mental health support in a timely fashion.- Review of RSE/PSHE provision.	
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